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AUTHOR	Roseberry-McKibbin, Celeste
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ABSTRACT

This book is designed to help speech-language pathologists develop vocabulary and phonological awareness skills in bilingual students with language-learning disabilities (LLD). The book targets beginning through intermediate bilingual students in grades K-8. Part 1 of the book begins with teaching style strategies for teaching bilingual students with LLD in speech-language small group pullout situations as well as in regular education classrooms. Treatment strategies are then provided that can be used to help students learn vocabulary words, as well as build skills in other areas. The intervention strategies are designed to be used sequentially from early through intermediate stages of learning English. In Part 2, vocabulary units 1-7 are presented and include vocabulary words relating to school items, body parts, food items, self-care items, animals, time, weather, and seasons, and safety and survival. Each unit includes 7-20 new words and is comprised of five parts: pre-written Individualized Education Program objectives/benchmarks with examples of each, a pretest which measures children's initial knowledge of target vocabulary words for that chapter, pictures of target vocabulary words, small cards with each target word written out in print, and several pages of reproducible treatment activities. (Contains 19 references.) (CR)

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